**Prior Knowledge: Learners have previously learned about the weather, geographic landmarks, house chores, and traditional stories. They are able to recall words related to the water cycle, weather, bodies of water etc. Learners have been introduced to the preterit tense reading and writing simple stories. This unit helps learners practice the preterit tense as they learn about interdisciplinary issues culturally relevant in the target language world as well as around them.**

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| **Language Level** | **Spanish FLES Novice High to Intermediate Low** | | **Grade** | | **7th**  **Middle School** | **Date** | **Teacher’s Discretion** | | **Day in Unit** | | **1** | **Minutes** | **45** |
| **Unit Theme and Question** | **Science and Technology: Water Scarcity: Why is water essential for supporting life?** | | | | | | | | | | | | |
| **Daily topic:** | **Water, water… everywhere?** | | | | | | | | | | | | |
| **STANDARDS** | **LESSON OBJECTIVES** | | | | | | | | | | | | |
| What are the communicative and cultural objectives for the lesson? | **Communication**  *and*  **Cultures** | *Which modes of communication will be addressed?* | | **Learners can:**   * Identify forms of water we have around us * Comment on how water is used in our life * Recognize the need for water * Reflect on the challenges related to water around the   world | | | | | | | | | |
| * Interpersonal | |
| * Interpretive | |
| * Presentational | |
| **If applicable,** indicate how Connections • Comparisons • Communities • Common Core will be part of your lesson. | **Connections** | Science: Reinforce the knowledge related to water from science class. | | | | | | | | | | | |
| **Comparisons** | Culture: Compare the role of water in different societies (practices). | | | | | | | | | | | |
| **Communities** |  | | | | | | | | | | | |
| **Common Core** | Reading: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. | | | | | | | | | | | |
| **Lesson Sequence** | **Activity/Activities**  What will learners do?  What does the teacher do? | | | | | | | **Time\***  How many minutes will this segment take? | | **Materials • Resources •**  **Technology**  Be specific. What materials will you develop? What materials will you bring in from other sources? | | | |
| **Gain Attention / Activate Prior Knowledge** | Ask learners what “agua” means and have them jot down any words they know related to “Agua.” Learners can use the worksheet to make a small web or list. Learners use words, phrases and sentences in the target language.  Learners look at images related to water through a presentation. Learners use the target language to say what comes to mind related to the picture. The teacher does not make comments about where the pictures are from or what they are about. Teacher provides immediate feedback (pronunciation, gender agreement, etc.) focusing on learner language production, and trying to recast and praise rather than merely correct. Teacher does not write anything on the board at this point. Teacher activates learner communication, and promotes target language use from the onset.  Learners look at a compilation of images in their worksheet and in small groups they try to recall the words for each word/expression related to water, by helping each other. | | | | | | | 5 min.  7 min.  5 min. | | Worksheet: Part I (also see below)  [**https://drive.google.com/a/cps.edu/file/d/0B4TyhdVVbYxsRWxrc2JTTk5GZkk/view?usp=sharing**](https://drive.google.com/a/cps.edu/file/d/0B4TyhdVVbYxsRWxrc2JTTk5GZkk/view?usp=sharing)  Image presentation 1 - images only Also see below)  [**https://drive.google.com/a/cps.edu/file/d/0B4TyhdVVbYxsb3NsSlprdGRpeWs/view?usp=sharing**](https://drive.google.com/a/cps.edu/file/d/0B4TyhdVVbYxsb3NsSlprdGRpeWs/view?usp=sharing)  Worksheet: Part III with images | | | |
| **Provide Input** | Now, the teacher shows the presentation a second time but with the vocabulary for each of the images. Learners can check the words they had come up with. | | | | | | | 6 min. | | Image presentation 2 and vocabulary words  [**https://drive.google.com/a/cps.edu/file/d/0B4TyhdVVbYxsTjk2elI1eTBFdEE/view?usp=sharing**](https://drive.google.com/a/cps.edu/file/d/0B4TyhdVVbYxsTjk2elI1eTBFdEE/view?usp=sharing)  (also see below)  Worksheet Part III with images. | | | |
| **Elicit Performance / Provide Feedback** | Learners talk to each other about the things we do with water on a daily basis, and explore the different states we use water (solid, liquid, etc.). This can be done in the form of guiding questions. Learners write about it in their worksheet, and then share in a bigger group or whole class. They can also write in big post-it posters or big sheets of paper that can then be shared around the class.  This will become their word bank to be used and developed through the unit. | | | | | | | 10 min. | | Worksheet: Part IV with short questions to record answers. | | | |
| **Provide Input** | Now, the teacher shows a few more pictures about water but showing problems related to water, for instance, pictures of places that have a lack of water and/or restriction of water, etc. | | | | | | | 2 min. | | Image presentation 3 with thought-provoking pictures related to water.  [**https://drive.google.com/a/cps.edu/file/d/0B4TyhdVVbYxsQjJTekZkN1hxWDA/view?usp=sharing**](https://drive.google.com/a/cps.edu/file/d/0B4TyhdVVbYxsQjJTekZkN1hxWDA/view?usp=sharing)  (also see below)  Worksheet: Part V | | | |
| **Elicit Performance / Provide Feedback** | Learners work in groups or pairs to talk about the pictures they have seen and identify “challenges, problems,”etc. At this point they may use some first language but encourage them to use the worksheets and glossary to start making hypothesis and negotiate meaning in the target language | | | | | | | 5 min. | | Worksheet: Part V | | | |
| **Closure** | Together, learners use conversational cues (“Nosotros Creemos / Pensamos / Nos parece / En nuestra opinión”) to list the “problems” or “challenges” related to water they have discussed. | | | | | | | 5 min. | | Conversational cues.  Worksheet: Part V  Board to write group responses. | | | |
| **Enhance Retention & Transfer** | Learners can write the hypothesis they came up with in class in their journals as a written presentational practice, and then present them orally or in written form with some picture support.  Learners can look into things we can do to improve any of the problems seen, and write their conclusions as journal entries. Teacher can provide news articles for learners to expand knowledge at home or for homework. These can be in their first language or in the target language depending on the student’s proficiency.  Learners can also do some research about water problems around the Spanish-speaking world. | | | | | | |  | | Worksheet: Part VI | | | |
| **Reflection** **– Notes to Self**   * What worked well? Why? * What didn’t work? Why? * What changes would you make if you taught this lesson again? * ???? |  | | | | | | | | | | | | |

**Support Documents**

Image presentation 1: **<https://drive.google.com/a/cps.edu/file/d/0B4TyhdVVbYxsb3NsSlprdGRpeWs/view?usp=sharing>**

Image presentation 2: **<https://drive.google.com/a/cps.edu/file/d/0B4TyhdVVbYxsTjk2elI1eTBFdEE/view?usp=sharing>**

Image presentation 3: **<https://drive.google.com/a/cps.edu/file/d/0B4TyhdVVbYxsQjJTekZkN1hxWDA/view?usp=sharing>**

Worksheet: **<https://drive.google.com/a/cps.edu/file/d/0B4TyhdVVbYxsRWxrc2JTTk5GZkk/view?usp=sharing>**

Vocabulary list for teacher: <https://drive.google.com/a/cps.edu/file/d/0B4TyhdVVbYxsSXdsUW1DTGxQLVU/view?usp=sharing>